

# GOROKAN HIGH SCHOOL

Term 3 2020



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## PRINCIPAL'S REPORT

### PRINCIPAL REPORT

"I must begin by thanking the students, staff parents and carers for an incredibly warm welcome to the Gorokan High School community. In my time out doing playground duty and visiting classrooms it has been fantastic to hear so many thoughts and perspectives on the strengths of Gorokan High School, and the areas where we can do better. There is also a strong sense of gratitude for the way the school and community continues to partner together to provide high quality and meaningful learning experiences, while also taking the necessary steps to keep people safe during this COVID period.

I would also like to take this opportunity to wish our current Year 12 cohort the very best in their upcoming HSC exams. We know this is a significant milestone. The GHS staff continue to look at innovative ways to prepare students for the HSC exams, as well as celebrate their completion.

At an operational level in the school, Term 3 has been very busy. Many of our staff are participating in training to deepen their knowledge of the *High Potential and Gifted Education Policy* to be implemented in schools from 2021. We also have staff registering their interest to evaluate our existing Behaviour Policy which will help shape the 2021 launch of the Gorokan High School Positive Behaviour for Learning (PBL) program across the school. In partnership with Muru Bulbi AECG, we have also called for Expressions of Interest from within GHS to fill a school funded position of Head Teacher Aboriginal Education, Learning Pathways.

Consultation with the GHS community will help shape the impact of these roles and programs, particularly as we move towards the development and implementation of a new school planning cycle. I know COVID currently presents some obstacles to having community contribute their perspectives, however during Term 4 Gorokan High School staff will be finding alternative ways to gain your insight. I encourage you to contribute your honest perspective when those opportunities are provided, as that is the only way we can work towards Gorokan High School providing experiences for our students that are truly reflective of our community.

Term 3 looks like being the first term for 2020 that will be entirely face to face, and that in itself is a significant achievement given the obstacles so far. If reconnecting with school has been a challenge for your student or family, or if your student would benefit from some personalised support to meet the challenges of this year, please contact our front office on 43 937000 so that can be arranged.

I hope all our students and staff have a restful break when it arrives, and return for Term 4 refreshed and energised.

Yours Sincerely,

**Mr Matthew Boake**  
Principal, Gorokan High School

## KEY DATES - Pending COVID-19 restrictions

<b>TERM 4</b>	<b>2020</b>	
Week 1	12th October 2020 20th October 2020	All students return to school HSC Begins
Week 2	19th October 2020	Muru Bulbi AGM 5pm
Week 3	28th October 2020	White Card Course
Week 4		
Week 5		
Week 6	16th November 2020 16th - 20th November 2020 20th November 2020	Sports Presentation Dinner Year 10 - All my own work Year 12 Sign out day
Week 7	24th - 25th November 2020	Year 10 - Life Ready
Week 8	30th November - 4th December 2020 1st December 2020	Year 10 - Work Experience Orientation Day - Year 7 2021
Week 9	7th December - 11th December 2020 9th December 2020	Year 10 - Work Experience Presentation Night
Week 10	14th December 2020 16th December 2020	Year 10 Clearance Day Last day of Term 4

# YEAR ADVISORS REPORTS

## YEAR 7 TERM 3 2020

Finally, three terms into Year 7 and we have completed our first full term in high school. What a year it has been so far!

The normal running of high school life has been impacted by COVID-19 with a variety of restrictions in place for the majority of the year. There have been a lot of events and preparation of different activities that have had to be cancelled or postponed due to these restrictions and we are hoping for more 'normal' schooling in Term 4.

Amongst all the hustle and bustle, Year 7 have still experienced certain events that occur on our annual school calendar. Without the activities and festivities, Pink Day went ahead with some outstanding Year 7 dress-ups and the GHS community still raised a considerable amount of money for the Breast Cancer Foundation. The Tutankhamun Roadshow also attended GHS with Year 7 participating in different learning activities in the truck to assist them in their studies. Passion Projects were also in full swing this term with students participating in a range of different projects with teachers that share the same passion. It's been great for Year 7 to be a part of these experiences!

We are currently rolling with the organisation of Year 7 camp for Term 4 to the Great Aussie Bush Camp. Fingers crossed!

Our one-percenters have improved for the start of Semester 2 and it would be great to see this further improve in Term 4. They are attending school and class every day, wearing our school uniform with pride and making sure we bring our learning equipment and a positive attitude to class every period.

Have a safe, enjoyable and relaxing holiday and see you back at GHS for our last term of Year 7.

Thanks,

**Mr Sean Glachan**  
**Year 7 Advisor 2020**



# YEAR ADVISORS REPORTS

## YEAR 8 TERM 3 2020

And just like that, there is only just over a term to go in Year 8. Term 3 has seen schooling return to a bit of normality, which our students have welcomed with open arms. I would like to encourage all students to keep working hard, and congratulate everyone on their efforts thus far.

It is extremely disappointing to inform you that the scheduled Year 8 Summer Camp has been canceled due COVID 19 Restrictions. Unfortunately, it is not feasible to go ahead with the camp this year, and given we have the Gold Coast Camp next year, we cannot push it back any later. If you have any questions, please feel free to contact the school so that we can discuss this matter further.

Just a friendly reminder to those attending the Central Australia excursion in Year 10 (2022), can you please keep up with your payment plans. We will look to start fundraising to assist with cost once COVID 19 Restrictions are lifted. If there are any students who have changed their mind and now wish to attend the camp, there is still spots available, so come and see me.

### Pink Day 2020



**Mr Samson Underwood**  
**Year 8 Advisor 2020**



# YEAR ADVISORS REPORTS

## YEAR 9 TERM 3 2020

Here we are. The end of Term 3.

Term 3 has certainly been an interesting one. It has been the first full term since the return to face-to-face teaching and all staff and students are still slowly adjusting to life with COVID-19. However, the indomitable spirit of our community has not stopped the fun here at Gorokan and our students have still had plenty of opportunity to participate in activities inside and outside the classroom.

Throughout the term, in addition to normal classwork, there have been a variety of extracurricular programs that students have been involved in outside of the classroom. Year 9's third annual Pink Day, whilst a little different from normal, was still a fantastic day to raise awareness and funds for breast cancer research. As usual, the students engaged with fervour and delight and a wonderful day was had by all. Students also took part in R U OK? week as a way to talk about and support the mental health of their peers and family. Finally, a small group of students have been regularly taking part in the "Love Bites" program at Gravity Youth Centre, focused on creating and maintaining healthy and supportive relationships.



On a sad note, the annual Gold Coast Excursion has had to be postponed until March of 2021. Unsurprisingly, I am probably the most disappointed about the change but am excited that we will still have the opportunity to attend in the next few months. Central Australia is still going ahead as normal in September and October of 2021. Please keep making payments for both trips as they will both creep up on us rather quickly.

This term has felt like it has flown by in a flash, but crawled along at a snail's pace. Year 9 has experienced so much this year; between the fires, floods and global pandemics, however I cannot understate my pride in the student's resiliency and support of each other. Times have certainly been tough, but there have been countless examples of students working together to provide help to each other both inside and outside the classroom. Each day working with the cohort reinforces my (admittedly biased) opinion of the cohort and I cannot wait to see what Term 4 will bring us. Thanks again for a great term Year 9!

**Mr Matt Pascoe**  
**Year 9 Advisor 2020**



# YEAR ADVISORS REPORTS

## YEAR 10 TERM 3 2020

Term 3 has been another evolving term in respect to Covid guidelines and variations. Again, I would like to sincerely thank the Gorokan High School community for their positivity and working together during these unprecedented times.

Unfortunately, our 2020 Central Australia Excursion was a casualty of the current Covid restrictions. We have postponed the excursion until April 2021 and look forward to attending this next year. I would like to thank Mr Jeff Costa for his consistent support in co-organising this excursion and its postponement. I will keep Parents/Carers and Students updated in respects to the new excursion taking place in 2021.

Subject selections are nearing completion for student senior subject choices for Year 11 and 12. Students are nearing the completion of their junior years and I look forward to celebrating this milestone with you all later in the year.

Gorokan High School recently held it's annual "Pink Day" which looked a little different to previous years, although was still a great success. Well done to Mrs Wallwork and the SRC. See the below photos of some of our Year 10 students. Well done all, I look forward to your outfit selections in the future.

Thank you all for a successful Term 3 and I look forward to what Term 4 has in store.

Take care, stay safe and enjoy the impending term break.

**Mr Daniel Jonovski**  
**Year 10 Advisor 2020**





# YEAR ADVISORS REPORTS

## YEAR 11 TERM 3 2020

Wow what a tumultuous time it has been for Year 11 students! They have had to navigate the demands of the added workload that comes with being a senior student, keep on top of their assessment tasks and maintain a high attendance rate. The majority have done this with ease and should be extremely proud of themselves as am I.

On Thursday the 3<sup>rd</sup> September we held a Year 11 Wellbeing day focusing on the areas of study techniques, mental health and career information. This was a very positive day for all who attended and I hope the students took something away with them to aid them with their studies. A HUGE THANK YOU to Erin Manu and Stephen Robertson for your help and professionalism in helping me put this day together.



# YEAR ADVISORS REPORTS

## YEAR 11 TERM 3 2020

The 2021 captains and student leadership team nomination process has just completed with the announcement being held at a morning tea on Tuesday 8<sup>th</sup> September. Due to the COVID restrictions the speeches were recorded this year and ALL nominees were brilliant throughout the whole process. They presented themselves with professionalism, poise and were extremely impressive in their initiatives, ideas and respect towards Gorokan High School. I want to take this opportunity to thank Tia le Clercq for recording and editing the speeches for the staff and years 10 and 11 students – your efforts and help are greatly appreciated. Another thank you extends to Helene Jacobs and Narelle Sheahan as they catered the Captains announcement morning tea.

The Year 11 preliminary exams are taking place in weeks 9 and 10 of this term. Students are required to wear full school uniform and must follow the NESA requirements of supplying the school with a doctor's certificate if they are sick and unable to attend a scheduled exam. Failure to do so may result in a zero mark. Students only attend school for their exam and are free to leave straight after. Students do not attend school if they do not have an exam.

There are many avenues of help available to the senior students at Gorokan High School. We have university students employed to specifically aid our senior students with their studies. There are many students with N awards against their names and those students are having their flexible leave, on Tuesdays and Thursdays revoked. It is vital that these N awards are resolved in order for a student to be able to proceed to Year 12. Please note that all students are able to stay at school on Tuesdays and Thursdays to concentrate on their studies in the library and the university students are there to help in any way possible so please encourage your child to utilise these fantastic opportunities that are being made available.

As the students are approaching the final few weeks of their preliminary studies it is imperative that they evaluate their first year of senior school - what they have achieved this year? What goals they want to put in place for the coming year? What has worked for them and what might they require to reach their goals? As Malcom X once quoted ***"The future belongs to those who prepare for it today."***

I'm extremely proud of this amazing bunch of bright, funny, happy and inspiring young adults and can't wait to walk beside them as they enter their final year of schooling. Always remember I believe in you and you can achieve anything if you work at it.





# YEAR ADVISORS REPORTS

## YEAR 11 TERM 3 2020

### 2021 Student Leadership Team



### 2021 Student Leadership Team

I am very proud to announce the 2021 student leadership team. The 2021 school captains are Harry W and Tanique N. The vice captains are Ella B-E and Zac D. All students underwent an exhaustive nomination process which included an interview with a panel, an extensive EOI application and also this year having their speeches recorded for the staff and students to consider their vote. On Tuesday 8<sup>th</sup> September a morning tea was held to announce the team and it was made extra special by the wonderful hospitality staff – led by Helene Jacobs and the fantastic students of Year 11 Kitchen Operations, Year 11 Food Technology, Year 9 and 10 Pastry Chef and Year 9 and 10 Food Technology. THANK YOU SO MUCH to these amazing people and also the executive staff who came along.

The 2021 Student Leadership team are a wonderful representation of Gorokan High School and the year ahead is going to be brilliant led by such an amazing group of students!

Once again thank you students for making me the proudest year advisor!!

Have a safe and happy holiday.

**Mrs Kim McLean**

**Year 11 Advisor 2020**



## WELLBEING TERM 3

Hi everyone, I hope you are all safe and well. My name is John Dykes and I am the new Student Support Officer (SSO) at Gorokan High School. I will be working Monday to Friday and my role is to help make students feel safe, supported, respected and connected at school and within the local community. This will involve one-on-one work with students, facilitating group activities, assisting with the development and implementation of whole-school wellbeing initiatives.

I will be working with staff and students across the school, as well as engaging with parents and other community services. I have an educational background in Social Work and am excited about this opportunity to work as an SSO to see young people achieve their goals, act on their strengths, overcome challenges and thrive off different opportunities. I look forward to meeting and getting to know you all.

**John Dykes**  
**Student Support Officer | Gorokan High School**



## RUOK? Day 2020

GHS students participated in RUOK week during Week 8 this term.

Each day there was a small competition surrounding the four elements of RUOK for students.

Students were then asked to nominate a student who they have felt has contributed to their well being according to the four elements.

A variety of gift vouchers were given to students who were nominated and will be placed on the RUOK honours board in the hub.



The R U OK? mission is to inspire and empower everyone to meaningfully connect with and support those around them.

R U OK? Day is Thursday 10 September 2020. It's our national day of action when we remind Australians that every day is the day to ask, "Are you OK?" if someone in your world is struggling with life's ups and downs.

### 'There's more to say after R U OK?'

2020 has been a challenging year for many and circumstances have made it even more important for us all to stay connected and, for those who are able, be willing to support those around us.

In the lead up to R U OK? Day we'll help Australians know what to say when someone says they're not OK and guide them through how they can continue a conversation that could change a life.

## WELLBEING TERM 3

We hope you have been coping well with the return to school, work and some sense of normality. There are many services still available to support you and your family during this time. Follow the link from Headspace to access a range of support networks and coping strategies.

<https://headspace.org.au/covid-19/>



### Helpful resources for parents:

The following resources will assist you in dealing with a variety of issues that may arise with your children whilst at High School.



Website link: <https://www.esafety.gov.au>

The Office of the **eSafety** Commissioner is committed to empowering all Australians to have safer, more positive experiences online. The Office was established in 2015 with a mandate to coordinate and lead the online safety efforts across government, industry and the not-for profit community.



- 1300 22 4636
- Chat online
- Email us
- Online forums

Website link: <https://www.beyondblue.org.au/>

**beyondblue** provides information and support to help everyone in Australia achieve their best possible mental health, whatever their age and wherever they live.



Website link: <https://bullyingnoway.gov.au/>

**Bullying. No Way!** is your ally in your search for trustworthy and practical information about **bullying. Bullying. No Way!** provides information and ideas for students, parents and teachers and where to get help if you are being bullied.





# Compulsory School Attendance

Information for parents

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

## What are my legal responsibilities?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age. The *Education Act 1990* requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the Board of Studies, Teaching and Educational Standards for homeschooling.

Once enrolled, children are required to attend school each day it is open for students.

## The importance of arriving on time

Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Give students time to greet their friends before class
- Reduces classroom disruption

Lateness is recorded as a partial absence and must be explained by parents.

## What if my child has to be away from school?

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)

Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

## Travel

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An *Application for Extended Leave* may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child's school principal.







### **My child won't go to school. What should I do?**

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

### **What might happen if my child continues to have unacceptable absences?**

It is important to understand that the Department of Education and Communities may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school.

Some of the following actions may be undertaken:

- Compulsory Schooling Conferences

You may be asked, along with your child, to attend a Compulsory Schooling Conference. The conference will help to identify the supports your child may need to have in place so they attend school regularly. The school, parents and agencies will work together to develop an agreed plan (known as Undertakings) to support your child's attendance at school.

- Application to the Children's Court – Compulsory Schooling Order

If your child's attendance at school remains unsatisfactory the Department

may apply to the Children's Court for a *Compulsory Schooling Order*. The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.

- Prosecution in the Local Court

School and Department staff remain committed to working in partnership with you to address the issues which are preventing your child's full participation at school. In circumstances where a breach of compulsory schooling orders occurs further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

### **What age can my child leave school?**

All New South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling.

### **Working in Partnership**

The Department of Education and Communities recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support your child to fulfil their life opportunities.

**If a student misses as little as 8 days in a school term, by the end of primary school they'll have missed over a year of school.**

Further information regarding school attendance can be obtained from the following websites:

#### **Policy, information and brochures:**

Please visit the Department of Education's *Policy library*

#### **The school leaving age:**

Please visit the Department of Education's *Wellbeing and Learning* website

#### **Do you need an interpreter?**

Interpreting services are available on request, including for the hearing impaired. The Telephone Interpreter Service is available 24 hours a day, seven days a week on 131 450. You will not be charged for this service.

For further advice and questions contact your educational services team

T 131 536

Learning and Engagement

Student Engagement & Interagency Partnerships

T 9244 512

[www.dec.nsw.gov.au](http://www.dec.nsw.gov.au)

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NSW Department of Education and Communities

## UNIFORM REQUIREMENTS

### JUNIOR GIRLS

Light blue button through collared shirt, polo shirt or Blue/Red Polo shirt with school logo

Navy PLEATED skirt, shorts, long pants or navy track pants

Navy cardigan / jacket with GHS LOGO

**NO- STRAIGHT SKIRTS**

**NO- JEANS OR BLACK TIGHTS**

### JUNIOR BOYS

Light blue button through collared shirt or polo shirt or Blue/Red Polo shirt with school logo

Navy shorts, long pants or navy track pants

Navy jumper / jacket with GHS logo.

**NO- JEANS**

**ENCLOSED BLACK SHOES LACE UP LEATHER**

### SENIOR GIRLS

White button through collared shirt or polo shirt.

Navy checked PLEATED fabric skirt, navy shorts, long navy pants or navy track pants

Red cardigan / jacket with GHS LOGO

Red jacket / jumper

### SENIOR BOYS

White button through collared shirt or polo shirt.

Navy shorts, long pants or navy track pants

Red jumper / jacket with GHS logo.

Red jumper / jacket

**ENCLOSED BLACK SHOES LACE UP LEATHER**

#### NOTE :

NO DENIM AT ALL

BLACK IS NOT A SUBSTITUTE FOR NAVY

NO TIGHT LEGGINGS

NO JEANS

## PE UNIFORM

**BLACK SHORTS** with blue side stripes and **WHITE GHS SHIRT OR BLUE/RED POLO SHIRT**

#### UNIFORM SHOP

This shop operates on Tuesday mornings and Thursdays from 7.30am to 9.00 am

#### CURRENT UNIFORM SUPPLIERS

Gosford Tailoring at The Entrance and GHS premises.



## YEAR 11 VISUAL: ARTS

Congratulations to Year 11 Visual Arts students who recently completed a Body of Work based on the theme of 'self-identity'. Students explored the artmaking practice of a variety of Modern and Contemporary artists including Frida Kahlo, Vincent Van Gogh, Ben Quilty and Del Kathryn Barton. Each student created a total of four artworks that demonstrated experimentation of materials, style and technique.

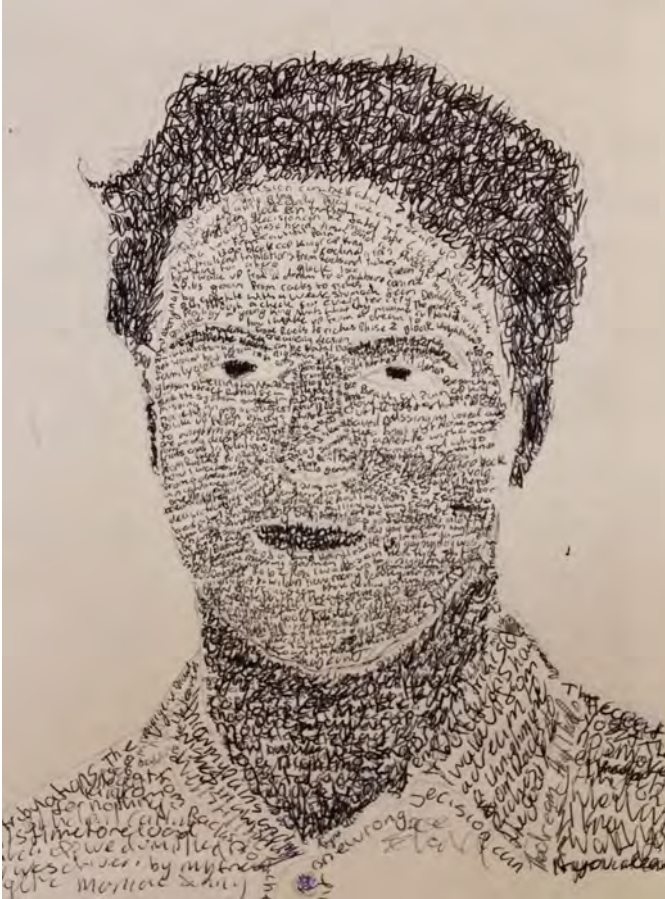
**Ms McGown**





















## TERM 3 2020

As Term 3 draws to a close it is worth reflecting on what a highly successful one this has been for Year 7. I was especially pleased with the resilience and maturity of our students during the last 3 weeks of Term 2 when the Core classrooms were having their roofs replaced. This meant that all Humanities lessons were delivered in the school hall in partitioned classrooms. This was obviously a big disruption to our program; however, each class handled the temporary change with no fuss and just 'got on with it'.

### Teaching and Learning

This term our amazing Humanities teachers Ms. Selby-Smith, Mr McNamara and Mr Costa have been delivering our Humanities program that is based around the concept of 'Connections'. Students have explored Ancient Egypt, including its early origins, social structure, the everyday lives of Egyptians, religion, funerary customs, etc. Students have been able to link the strong connections that Ancient Egyptian civilisation has with our own society. Students particularly enjoyed the lesson on mummification where they got the chance to mummify their friends! Adding to the engagement factor was the visit of the 'King Tut Roadshow' organised by Ms Drummond from the HSIE faculty. Students were able to see historic artefacts from ancient Egypt that were over 3000 years old!



During Humanities lessons they have explored the elements of Drama, in particular how an actor uses the elements of voice, movement and space to engage an audience. It was especially pleasing to see the Humanities classes outside and enjoying the fresh air whilst playing drama games to consolidate their skills.

Our students have also been enjoying learning about Poetry in their 'Connections' unit. They have learnt about the different types of poems such as shape, alliterative, onomatopoeic, acrostic, haiku and cinquain poems. They have developed skills in the use of poetic techniques such as rhyme, alliteration, metaphor, personification and onomatopoeia to enhance the quality of their works. All of these acquired skills will culminate in a 'poetry anthology' which will require them to combine their knowledge of Ancient Egypt to create a series of poems on this topic. Their poetry anthology is an assessment task and will be due next term (Week 2). I look forward to reading some quality submissions from our budding poets!



## Literacy

You may have seen, on our school Facebook page, that the Core Faculty has been running a **writing competition** every few weeks. This has been organised by Mr Bennett, our LOTE (Japanese) teacher and has grown into a very successful competition that has been well received by our students. There are some excellent prizes up for grabs, including vouchers (see below). Each fortnight, the competition focuses on an element of the **'Seven Steps for Writing Success'** a writing program that has been delivered within the Core Faculty over the past two years. The program has seen students increase their ability to write much more engaging narratives and persuasive texts. What has been most pleasing, however, is seeing our student's enjoyment of the writing process grow as they gain greater confidence in their ability to write well. Since the start of the year, it has been great to witness students using dynamic dialogue in their writing. They are beginning to 'show' the reader a sense of character and setting rather than 'telling' them. We are beginning to see our writers utilise the six senses effectively (sight, smell, sound, touch, taste and feeling) to enrich their stories. In class, we allocate one period per fortnight to allow students to write, uninterrupted during our **'Writing Fridays'** lessons. It is always fantastic to read the work of our talented writers and it has been a joy to also see the improvement in quality overall.



**Core Creative Writing Comp**

THEME:  
**STRONGER**

Wk 3 Sizzling Starts 1st Prize \$10

Wk 5 Dynamic Dialogue 1st Prize \$10

Wk 7 Tightening Tension 1st Prize \$10

Wk 9 Short Story 1st Prize \$100



## WordFlyers

I just wanted to remind parents and carers of **WordFlyers**. At the beginning of the year the Core Faculty purchased a license for all of our Year 7 students for this online literacy program. Wordflyers is a game-based program which allows students to practise their reading, writing, grammar, punctuation and spelling. All students have a login (if in doubt, contact your child's Humanities teacher). Although we allocate lessons for WordFlyers, we encourage students to complete lessons at home as part of their homework- remember, if your child says they 'have no homework', they do; WordFlyers!



## Rewards

The Core Faculty has been running a **Positive Behaviour for Learning (PBL)** rewards system. Students who adhere to our core values and go 'above and beyond' can earn **Core Cash** (our reward tickets) during lessons. I have been extremely proud to see our students knock on the staffroom door in great numbers each recess and lunch with a handful of Core Cash. Every Monday morning, we have a regular draw whereby 5 deserving students win a prize. Additionally, for every 5 Core Cash that students hand in, they get an ice-block and some stationery for classroom use. The class with the most Core Cash at the end of the term will also win a class rewards day (BBQ, movie, sporting activities etc.). This term has also seen the introduction of '**positive postcards**'. Keep an eye on the mail as our Core teachers have been busy hand writing postcards to acknowledge the positive behaviour and diligence of our students.

I would like to recognise the hard work of Ms Selby-Smith and Mr McNamara (Core Faculty Reward Coordinators) for their hard work and enthusiasm and ensuring that our reward system is such a sustainable success and, that our students are recognised and acknowledged for their efforts.

As always if you have any concerns or questions please do not hesitate to get in contact with myself or your child's teacher. I look forward to Term 4, in what I am sure will be another productive and successful period of learning.

Until next term.

**Mr Moore**

**Head Teacher Secondary Studies/ CORE.**



# PASSION PROJECTS

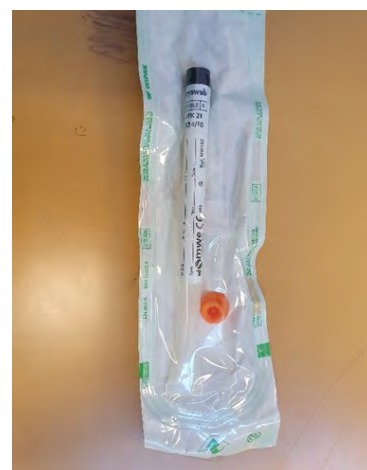
## TERM 3 2020

During this term, Year 7 students were asked to choose a **Passion Project** to focus on during Thursday afternoon. The students within **CSI: Gorokan High** have developed skills in criminal investigation throughout this term. These skills include lifting fingerprints, breaking down coded messages, comparing handwriting and dabbling in forensic linguistics as well as understanding the intricacies into interviewing and reporting within a criminal investigation.



Throughout the term this passion project has been lucky to have some guest appearances from experts in their field. **Mr Leudais** imparted his knowledge of linguistics in order for students to understand an individual's word choice and differences in pronunciation.

Officer **Kurt Webb** from **Bauteau Bay PCYC** gave an incredible guest appearance during Week 5 which allowed students to ask about the interviewing and reporting process. Officer Webb brought in some forensic equipment including: buccal (cheek) swabs, gowns and surgical gloves as well as brushes and powder for lifting fingerprints. The most interesting item shown was the police notebook which Officer Webb explained in detail about what it contains and how it helps him fill out his police report.



All of these aspects of criminal investigation will hopefully help these students **solve the mystery** at the end of the term!

**Ms Eiley McRae**

## TERM 3 2020

### Sandwich Press Cookery

Sandwich press cookery class efforts this term. Trying to solve the question of whether you can make a cake on a sandwich press. Vanilla layer cake with cream, strawberry jam and strawberries.



Mr Penfold



### Tutankhamun Roadshow

On Tuesday the 11<sup>th</sup> of August Year 7, Year 11 Ancient History and Support Unit Students and Staff of Gorokan High School were treated to a unique experience in the Tutankhamun Roadshow. A purpose-built semi-trailer that brings the wonders of Ancient Egypt into Australian schools. Students experienced a state-of-the-art multimedia display of authentic artefacts from Ancient Egypt and examined accurate replicas to learn their significance today. All that attended enjoyed the experience and were inspired by the display. The Tutankhamun Roadshow Staff were impressed with student engagement and thoroughly enjoyed visiting Gorokan High School.





## HSIE TERM 3 2020

### Tutankhamun Roadshow

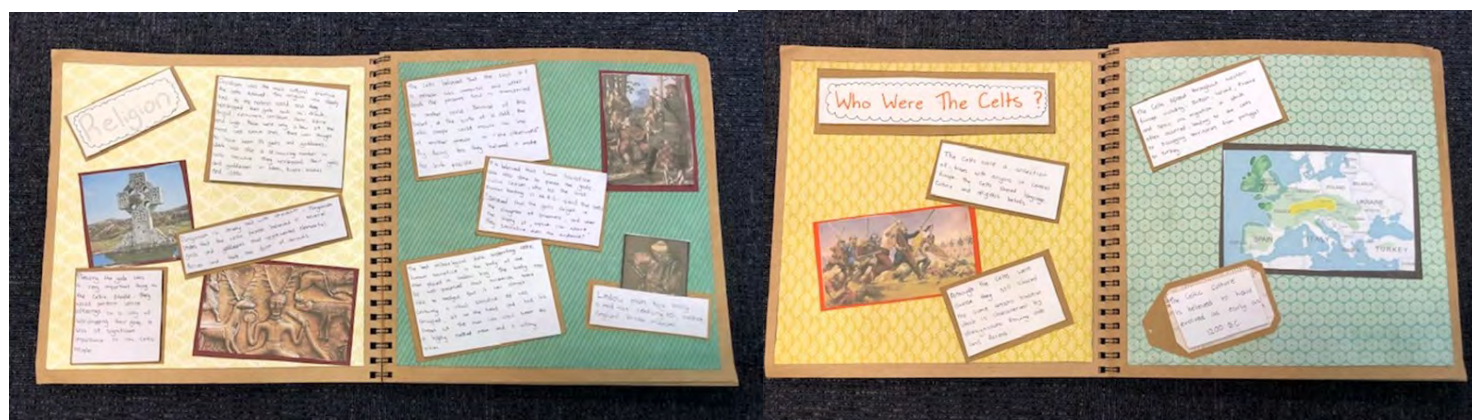
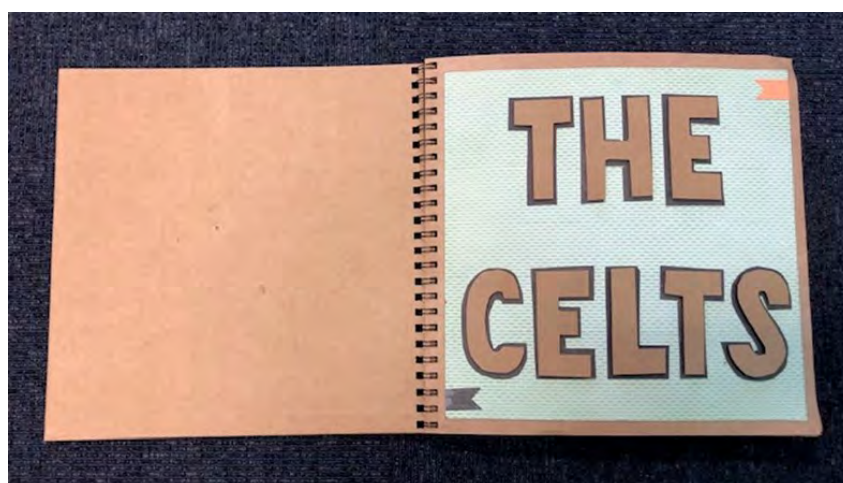
Year 7, Year 11 Ancient History and Support Unit Students and Staff





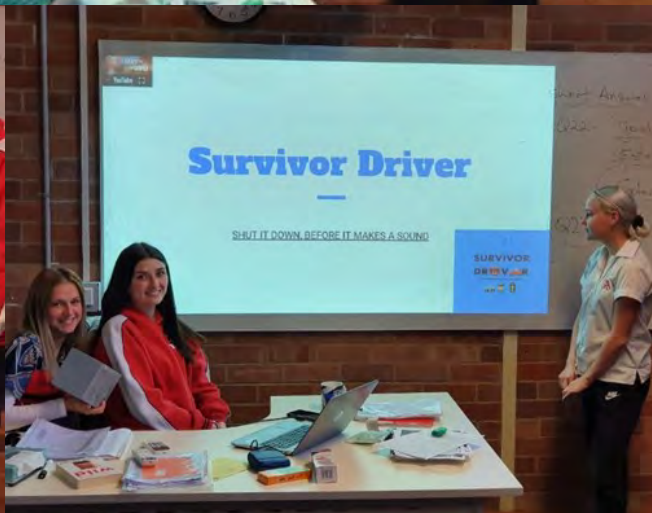
## Year 11 Ancient History

The Year 11 Ancient History class recently completed their Historical Investigation assessment tasks. This task asks students to select a topic of their own interest to develop a research question about it. Students then research and answer their question presenting in a format that suits them. This task allows students to focus on an area of ancient history that interests them and develops their critical thinking and research skills. Students produced some great assessment tasks and artefacts.



## Year 11 Business Studies

Year 11 Business Studies recently completed their major assessment task, Shark Tank. The students had to create a comprehensive business plan and then pitch their idea for a new business to the class. Some of the business ideas were innovative and very well presented. Ideas included an electronic mug that keeps your drink warm, a wallet with a GPS built into it and a device that disrupts telecommunications systems the moment you get in to your car, the aim of which was to enable people to drive safely without the distraction a mobile phone poses. Well done to everyone who received an offer from a shark.





## Year 12 Aboriginal Studies

Year 12 Aboriginal students completed their major projects earlier in the year with some amazing marks being awarded. Students spent many hours researching, completing surveys, consulting and interviewing members of the community and bringing their project to life in some very artistic and creative ways. Students investigated a wide range of topics from the importance of support programs for Aboriginal students in schools, to a journey of discovering their identity in their culture. All students are to be congratulated for their dedication and motivation in completing their projects.



### Year 11 Modern History

Just how accurate are historical films? Don't let the movie fool you, Marie Antoinette never said 'let them eat cake'. The WWII epic Pearl Harbor? Little more than a soppy love story designed to appeal to the largest possible audience at the expense of historical accuracy. And the film Bonnie and Clyde? Ha! More fiction than fact.

The students of Year 11 Modern History have completed their Historical Investigations into the historical accuracy of some popular historical films. Each had to communicate their findings via a website designed and built by themselves. The standard was outstanding. Below are links to some exemplary efforts.

- Bonnie and Clyde by Gemma W

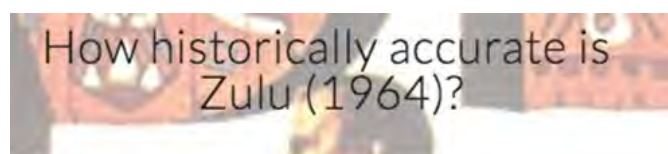
<https://sites.google.com/education.nsw.gov.au/historical-investigation-bonni/home>

- The Dish by Zac D

<https://sites.google.com/view/zacdowdell11mhi1the-dish/home>

- Marie Antoinette by Molly H

- <https://sites.google.com/education.nsw.gov.au/mollyhay-modernhistory/synopsis>



[About the Film](#)

[My Initial Reaction to the Film](#)

[My investigation into The Battle of Rorke's Drift](#)

[So just how historically accurate is this film?](#)

[My thoughts on the film's interpretation of events](#)

#### About the Film

Director Cy Endfield's 1964 film 'Zulu', produced by Diamond Films, depicts the Battle of Rorke's Drift between the British Army and the Kingdom of Zulu during the Anglo-Zulu war of 1879, in what is now South Africa.

The film, starring Stanley Baker, Jack Hawkins, and Michael Caine, among others, was shot on location in South Africa and was made with help from the descendants of those who fought at Rorke's Drift on both sides, as well as historians.

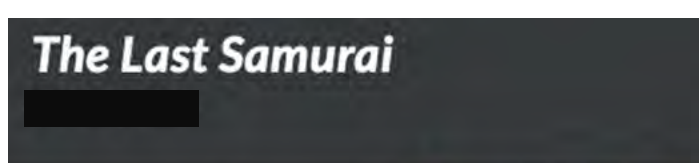
#### My Initial Reaction to the Film

This was actually among one of the first films I had ever watched in my life. However, though I had watched it many times when I was younger much of the film had escaped me over the years so I was luckily still able to view the film and its events with a relatively fresh perspective.

I was initially surprised at how honourably the Zulus were depicted, given how other epic war films of the period would depict the antagonist hostile forces. From the very beginning, the bravery of the Zulus in battle demands respect from British forces, and this respect plays a vital role in the film's story. I was very interested in the military tactics that I happened to recognise.

What made me question Zulu's accuracy was a single scene, showing the British soldiers singing at the chanting Zulus before the final battle. This, while a powerful scene, led me to question just how accurate this film I have held in high regard truly is.

By: Tobias S



[About the film](#)

The last Samurai (2003) is a movie starring Tom Cruise and directed by Edward Zwick. Both Cruise and Zwick were producers for the film. Set in 1876 it portrays former U.S Army Captain, Nathan Algren as a soldier haunted by his past experiences in the American Indian Wars. Algren is hired by the Japanese Emperor to train and modernise the imperial troops. In the process he is taken prisoner by the Samurai's and comes to respect them, along with falling in love with the leader's sister. Nathan Algren finds himself induced in the Samurai culture, which he was supposed to destroy. This leaves him in a crossroad between two worlds, and two eras.



#### My initial reaction to the film

Even before I watched the Last Samurai, I was sceptical about its historical accuracy. Big Hollywood movies are usually quite dramatized for the viewers interest. This is why I started to question the accuracy of my chosen movie. Many aspects of the film were added for a dramatic effect. I was doubtful about Algren's ability to learn and become a Samurai in such a short amount of time, especially since the other Samurai's would have been training with a sword their whole life. This makes me wonder how the most inexperienced warrior becomes the hero of the story.



By: Ella B-E



## Pearl Harbor



*Pearl Harbor (2001)* TM

Pearl Harbour, the three hour and four minute American romanticised, war, drama film based on true events was written by Randall Wallace, produced by Jerry Bruckheimer and directed by Michael Bay. The film depicts the historical event of the sudden military strike by the Imperial Japanese Navy on the American naval base of Pearl Harbour in Honolulu, Hawaii 1941. This inevitably brought the U.S to participate in World War 2. The film was created over several different locations being Los Angeles, California, Hawaii, Indiana and Gloucestershire.



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Pictured above are images of the Los Angeles County Historical Art Museum, Union Station in Los Angeles and Ford Island, both of many locations of where the film was created. The first two images are instantaneously one of the most, if



**'Remember Dec 7'**  
Poster - WWII  
MUSEUM NEW  
ORLEANS



**'Avenge December 7'**  
Poster - WWII  
MUSEUM NEW  
ORLEANS

By: Tanique N

Mr Stephen Carey  
Head Teacher HSIE

## HACKSAW RIDGE ( 2016 )

About the film.

What Did I Think of the Film?

My Investigation into persons/events

Desmond Doss

The Battle of Okinawa / Hacksaw Ridge

How Accurate is this film?

My thoughts on the film's version of events.

Bibliography

### ABOUT THE FILM.

Hacksaw Ridge ( 2016 ) is a film based on the true story of a WWII pacifist medic, Desmond Doss, who is a 7th Day Adventist Christian that refuses to carry or use a weapon of any kind in the battlefield. It shows the events of 77th Infantry Division in the Battle Of Okinawa, in the Pacific Theatre.

Hacksaw Ridge is directed by Mel Gibson, and stars Andrew Garfield. The film grossed \$180.4 million worldwide and received critical acclaim. It was nominated for 114 awards, and won 53, including an Oscar for *Best Achievement in Film Editing* and *Best Achievement in Sound Mixing*.

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WHAT DID I THINK OF THE FILM?

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MY INVESTIGATION INTO PERSONS/EVENTS



#### DESMOND DOSS

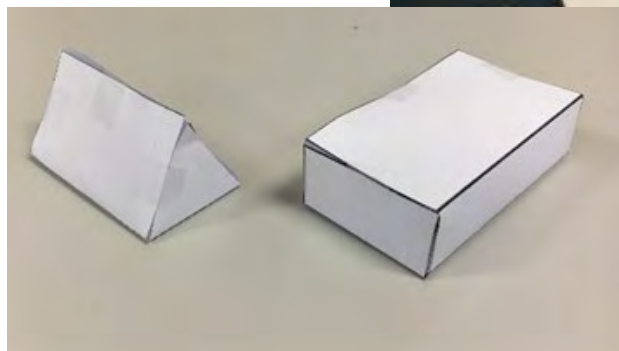
Desmond Doss was an American soldier deployed in the Pacific Theatre in WWII. He was a 7th Day Adventist Christian, and following his belief, one of which is "Thou Shall Not Kill", refuses to pick up a weapon and harm another in a battlefield. Doss was

By: Jarrod S

## MATHEMATICS TERM 3 2020

Term 3 has seen Years 7, 8 and 9 students engage in assessment tasks completed over a period of several weeks within class. These tasks have had a heavy focus on effectively integrating technology to support the development of their mathematical skills, knowledge and understanding.

Next term all students will be preparing for their final assessment tasks for the year, with these being a more traditional formal, written task. Students are encouraged to speak with their classroom teacher to clarify the expectations and requirements for these tasks.



Several classes have been taking a more hands-on approach when exploring concepts around Measurement and Area, constructing 3-D shapes from nets to help visualise and understand the aspects and features of prisms, pyramids, cones and cylinders. Through a combination of theoretical and practical mathematics, students gained a deeper understanding of the considerations needed to be made when determining the surface area of composite 3-D shapes and how important it is to have a good understanding of the 2-D shapes that make up their nets.

And finally, congratulations to our Year 12 students – it has been a wild year and you have done amazingly well to make it through. Good luck with the upcoming HSC exams, keep seeking out support and clarification from your classroom teachers and study up for your final mathematics exams in high school!

**Ms Karen Bellamy**  
**Head Teacher Mathematics**



## PDHPE TERM 3 2020

There has been plenty happening in PDHPE during Term 3. Year 7-10 PDHPE classes have been working hard in both practical and theory components of the course.

For the Physical Education practical component, all students have been working cooperatively with staff to ensure all safety measures are followed. Students in year 8 and 10 have enjoyed Dance thoroughly which was unfortunately cut short halfway through due to new restrictions. We may now have to wait another year to see Mr. Buxton's slick moves and Mr. Underwood's impeccable count in timing.. 5, 6, 7, 8!

The prestigious Goro Cup returned for a short time and was shaping to be one of the greatest we have seen. Unfortunately, we will have to be patient for its return, where early on in the season we saw Jnr. Glachan as the top goalscorer and Mr. Underwood with an early contender for goal of the season. The Matilda's were shaping well for a big season, taking down some giant teams early in the season.

Our junior classes have been working hard and enjoying:

### Physical Education (practical) component:

**Year 7:** Invasion Games

**Year 8:** Dance/Net and Court Games

**Year 9:** Cup of Life

**Year 10:** Dance/Invasion Games

### Personal Development and Health (theory) component:

**Year 7:** Let's Talk About Sex'

**Year 8:** "Young, Dumb & Broke'

**Year 9:** Media, Marketing and Health

**Year 10:** 'Black or White'

**Elective PASS, Outdoor and SLR** classes have been supplementing their lessons with plenty of hands on learning experiences, including some project based learning.

**Senior PDHPE and CAFS** classes have been working hard during their trial HSC exams (year 12) as they move towards the last few weeks of school. We wish them all the best in the upcoming HSC and their future endeavors.

Our year 11 students have also been working hard as they approach year 12. We look forward to a smooth transition and an enjoyable, productive final year of their schooling career.

## PDHPE TERM 3 2020

### Year 7 Integrated Sport

Students continue to enjoy integrated sport where they are currently refining their skills in a game sense approach to cricket and netball. Well done to the Melon Heads who are currently on top with only a few weeks remaining.

### PDHPE Subject Achievers

**Year 7** – Cameron C - Exemplary application in all facets of PDHPE

**Year 8** - Lea-Bella F. - Outstanding application in PDHPE

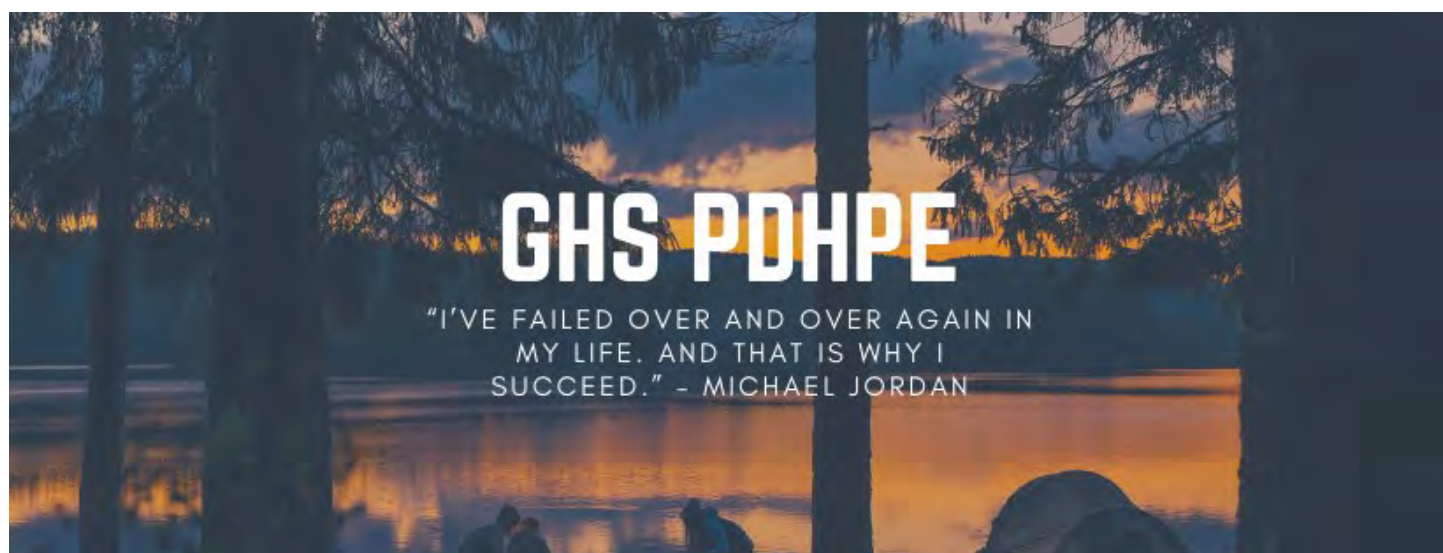
**Year 9** – Emily C. & Anthony E. - Diligence in all facets of PDHPE

**Year 10** - Nicola M. - Outstanding application in PASS

**Year 11** – Zac D. & Thomas S. - Exemplary application in all facets of PDHPE and SLR

**Year 12** – Hannah V. - Diligence in all facets of PDHPE

PDHPE classes have been working nicely with many students being respectful, showing responsibility and maintaining their personal best. Subject awards are to recognise our students who are consistently following teacher instructions and adhering to school rules. Regularly demonstrating respect for peers and teachers in all classroom and extra-curricular activities, whilst also assisting staff with the set up and pack up of equipment in practical lessons. These students are a positive role model for their peers and display a strong work ethic in all tasks.



**Mrs Lisa Ricketts**  
**Head Teacher - PDHPE**



Marine Studies— Year 11 field trip.





## Marine Studies - Year 11 field trip



Year 11 Marine Studies students went on a field trip to Bateau Bay with Rumbalara Environmental Education. Students learnt about the indigenous history and cultural significance of the area. Completed ecological surveys of the rock platform and delved into human impacts such as microplastics. Thankyou to everyone for a great experience in our beautiful local marine environment.



## Marine Studies - Food from the sea.





### Marine studies—Food from the sea.



Marine Studies students were processing and preparing fresh food from the sea. Students developed skills in filleting and cooking fresh flathead and mullet with chips of course. It was a very tasty day with some dishes right off the scale.

Thankyou to everyone involved.

Mr Zak Watson



## Pastry Chef

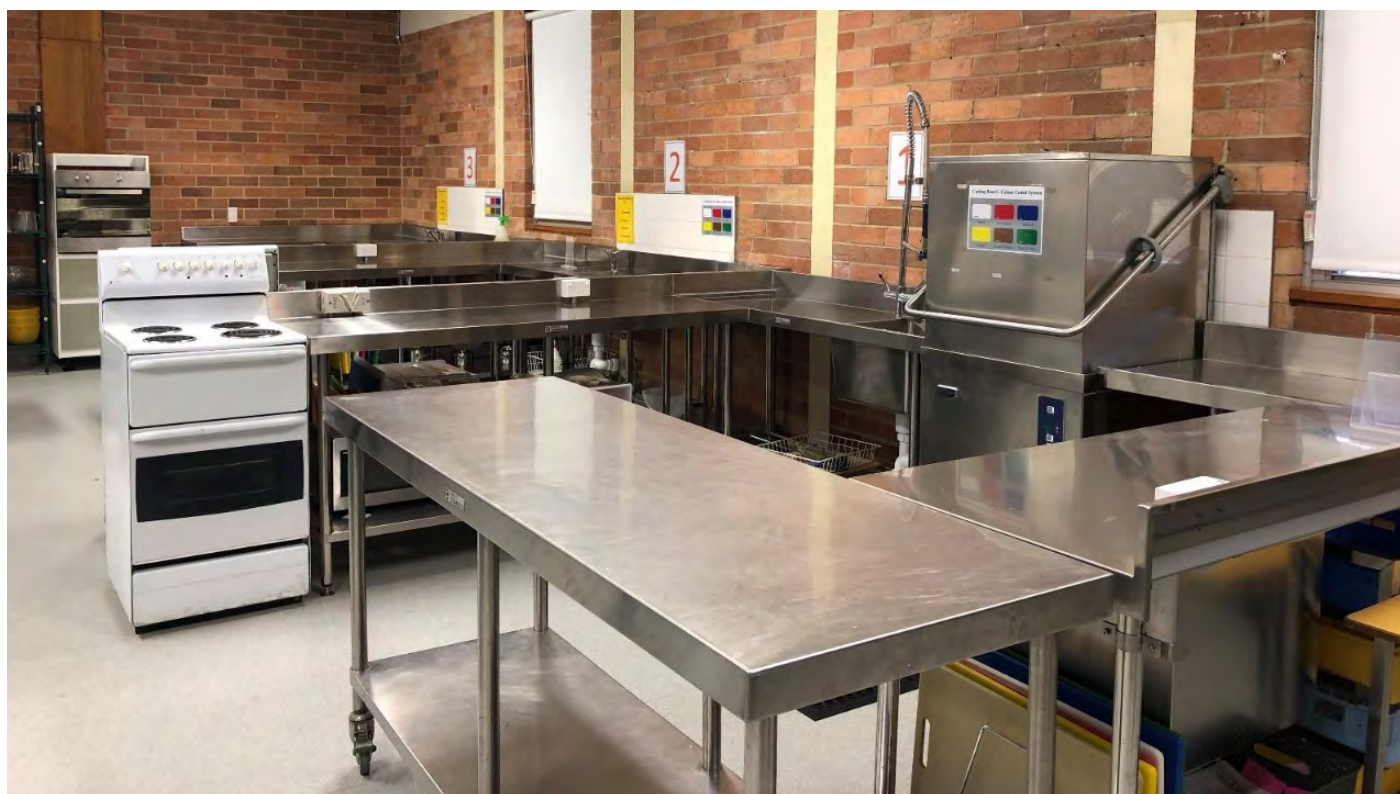
Pastry Chef students have been working hard on the "Intsa-Worthy" unit this term. They are really enjoying learning new skills in food presentation and plating techniques. We are looking forward to seeing what they produce next!





## Year 8 Mandatory

Year 8 Technology Mandatory potted some succulent gardens to help celebrate Father's Day. The gardens are beginning to spring to life with the warmer weather now upon us.



## GHS - Junior kitchen - Technology Mandatory

Mrs Narelle Sheahan  
Head Teacher - TAS



## YEAR 12

### Universities Admissions Centre (UAC)

The Universities Admissions Centre (UAC) processes applications for admission to most undergraduate courses at participating institutions (mainly located in NSW and the ACT).

They also:

Process applications for admission to many postgraduate courses

Calculate and provide the Australian Tertiary Admission Rank (ATAR) to NSW HSC students

Process applications for Educational Access Schemes (EAS)

Process applications for some Equity Scholarships (ES)

Process applications for some Schools Recommendation Schemes (SRS).

<b>1 April</b>	UAC pins emailed to students Applications open for 2020-21 admissions, SRS, EAS & ES*
<b>20 September</b>	SRS application closing date (for other early entry programs, please refer to each specific uni for dates)
<b>30 September</b>	<b>Early bird closing date</b>
<b>8 November</b>	SRS close of preference
<b>20 November</b>	EAS closing date for December Round 2 offers
<b>15 December</b>	<b>ATAR released by UAC at 1 pm</b>
<b>17 December</b>	Closing date of changes of preference for December Round 2
<b>21 December</b>	December Round 2 offers released
<b>25 December</b>	EAS closing date for January Round 1 offers
<b>3 January</b>	Closing date of changes of preference for January Round 1
<b>8 January</b>	January Round 1 offers released

## Year 10 - Senior subject selection

Most Year 10 students have chosen their subjects that they will be studying in Year 11 and 12.

Unfortunately, due to COVID restrictions Gorokan High School was unable to hold its annual subject selection EXPO night.

This year for the first-time faculties created their own webpage where students could gain information on the various subjects offered at Gorokan High School for their Senior study in Year 11 and 12.

Students were also given a "Decision Time" information pack with a senior subject selection booklet with information on every subject offered. This pack also contained an ATAR and HSC patterns of study document which helped take the confusion out of selecting an ATAR pattern of study to gain a University Rank after HSC final year examinations. The ATAR rank is used by Universities to select candidates for their various courses on offer. A higher ATAR enables an applicant to choose a wider range of possible courses to study.

## YEAR 10 - Work experience program

During weeks 8 and 9 of Term 4, Year 10 students have the opportunity to participate in a Work Experience Program.

Work Experience provides a general introduction to the 'world of work'. Students are able to observe a variety of work in the field of their choice, and to undertake supervised tasks appropriate to their skill level.

It is a great opportunity to find out more about the careers they are considering for the future, what the job involves, the skills they will need to develop and the training and educational pathways that they can follow to take up these careers.

Work experience builds on a student's career planning and transition activities in school and assists in their career pathways. Students that have participated in work experience have an increased chance of gaining fulltime employment when they leave school. After completion of work experience, the details should be added to their resumes.





## Whitecard course

All Year 10 students who are planning to do their Work Experience in any area of the Construction Industry must have done the WHS Construction Induction **Whitecard Course** before the beginning of November. The last course for the year to be run at school, is booked for **Wednesday 25<sup>th</sup> October**. Students can get a permission note for this course from Mr Robertson in the Careers Office.

Covid 19 has had an impact on the normal Careers program at Gorokan High School. Face to face opportunities to gain information on Careers and post school education such as The Careers Expo, University and TAFE open days have been cancelled and replaced by webinars and Virtual open days online.

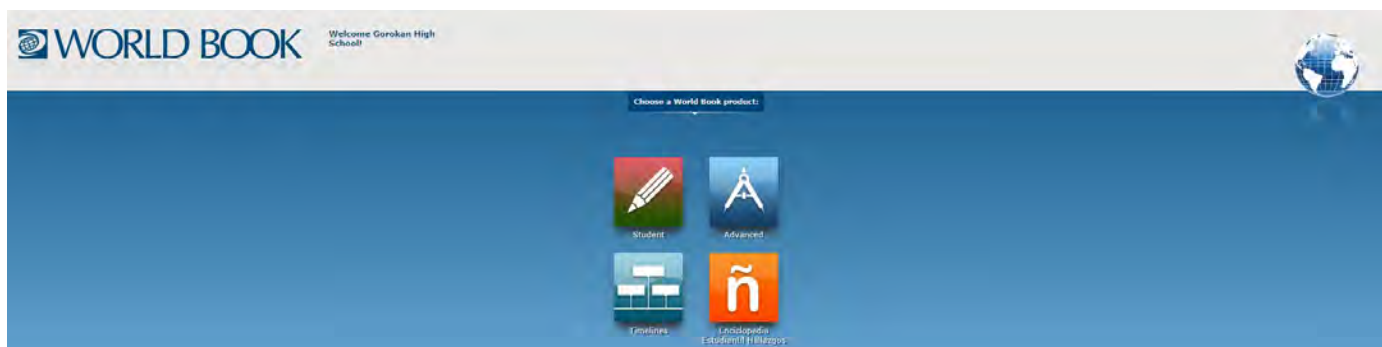
A reminder to all students to check their school emails as Careers information and many of the opportunities available to students are emailed to their school email.

Information and opportunities are also posted on the Careers section of Gorokan High's School website and facebook page.



**Mr Stephen Robertson**  
(Rel.) Careers Advisor

### World Book Online



World book online is an interactive website that can be used by our students at school or at home.

<https://worldbookonline.com/wb/products?ed=all&gr=Welcome+Gorokan+High+School%21>

ID	gorokanhs
PASSWORD	gorokanhs

The website is designed to create an inquiry based learning with thousands of articles on a huge amount of subjects.

World book online has up to date, colourful, concise current and correct information aimed at secondary students. Articles can be saved, shared or printed. Each article also has related articles, associated media, links to websites, maps, as well as a built in dictionary that is designed to build students vocabulary and enable comprehension of words within the texts.

Students can also select text size, or text to speech that will read the article for them at two different speeds as well as a translation option, using google translate, to translate articles into over 100 different languages.

Students can save collected research to virtual folders. There is a citation builder for creating bibliographies with a choice of three referencing styles MLA, APA or Harvard.

Recently WBOL has teamed up with Legends of Learning and the site now has 200 games on a variety of topics.

### Senior assessment task submission @GHS library

Seniors need to submit assessment tasks at the library on the due date prior to 8.20 am. Plastic sleeves and orange submission forms are available in the senior study, and at the chargebar, students may also submit their assessment tasks the day before if they do not want to arrive early on the day of submission.

### Year 10 clearance day

Year 10 clearance day is Monday 14th December. On this day year 10 students need to return all overdue library books and text books to the library. Once all their outstanding resources are returned their sign out form will be signed. If students have lost or misplaced books they will be asked to pay for those resources that they have not returned.

**Samantha Powell**  
Teacher Librarian



## OUTDOOR RECREATION

While the current conditions held us back in completing our practical competencies, we managed to get outside to complete our climbing, abseiling and kayaking this term.







We were fortunate to be able to visit Pulse Climbing in Adamstown, Camp Toukley and Point Wolstoncroft Sport and recreation Centre.





We had great weather for our abseiling field trip, however it was a little too windy for our kayaking trip. This made for some challenging conditions for the students to demonstrate their competency.

It has been a pleasure to watch this class grow in skills and confidence throughout the course and I wish them all the very best in the future.

**Mr Ben Drelincourt**

We are currently recruiting students from year 9 for this year's Duke of Edinburgh Award. Gorokan High School is proud to offer this worldwide program for young people and we have had considerable success over the past decade.



## What is The Duke of Ed?

The Duke of Edinburgh's International Award is a global framework for non-formal education, which challenges young people find their purpose, passion and place in the world. The Award is open to young people aged 14 to 24, and is run in over 130 countries.

SECTION	WHAT IT'S ABOUT FOR PARTICIPANTS
<b>Skills</b>	Unleashing talents and broadening abilities and interests - anything from refereeing, to digital production, learning an instrument, to jewellery making.
<b>Voluntary Service</b>	Connecting with the community and providing service to others - activities such as youth work, environmental and charity work.
<b>Physical Recreation</b>	Improving physical fitness and wellbeing by getting active - team sports, individual pursuits or getting creative and working up a sweat.
<b>Adventurous Journey</b>	Team building inspired through adventure and discovery journeying in unfamiliar and challenging environments - building resilience and teamwork skills along the way.
<b>Gold Residential Project</b>	Broadening horizons and challenging views of the world - in Australia or anywhere around the globe

Participants design their own program and set their goals according to the minimum requirements summarised below. Refer to the **Award Handbook** at [www.dukeofed.com.au](http://www.dukeofed.com.au)

Sections	BRONZE	SILVER	GOLD
<b>Skills</b>	3 months*	6 months*	12 months*
<b>Voluntary Service</b>	3 months*	6 months*	12 months*
<b>Physical Recreation</b>	3 months*	6 months*	12 months*
<b>Major Section</b>	All Participants must complete an additional 3 months in either Skills, Voluntary Service or Physical Recreation	Participants who have not achieved a Bronze Award must complete an additional 6 months in either Skills, Voluntary Service or Physical Recreation	Participants who have not achieved a Silver Award must complete an additional 6 months in either Skills, Voluntary Service or Physical Recreation
<b>Adventurous Journey</b> Includes: Preparation & Training; at least one Practice Journey; & a Qualifying Journey	2 days + 1 night	3 days + 2 nights	4 days + 3 nights
<b>Gold Residential Project</b>	N/A	N/A	5 days + 4 nights
<b>Minimum age to start</b>	14 years #	15 years or after completing Bronze	16 years
<b>Minimum duration to finish an Award</b>	6 months	Bronze Awardees: 6 months Direct entrants: 12 months	Silver Awardees: 12 months Direct entrants: 18 months
<b>Maximum age to finish</b>	Before 25 <sup>th</sup> birthday	Before 25 <sup>th</sup> birthday	Before 25 <sup>th</sup> birthday

\* These are minimum time requirements and are expressed in whole months, during which there must be regular time commitment. Regular time commitment is based on a minimum of one (1) hour per week. However, the Award Leader has discretion to allow activities that are best completed in a larger block of time, such as two (2) hours per two week period or four (4) hours per four week period.

#At Bronze level, if a person is aged 13 but part of a school year /peer group where the majority are 14 years or older that young person can start their Bronze Award with the rest of the group upon the approval of the Award Leader

### HOW DO I START OR GET INVOLVED?

/isit [dukeofed.com.au](http://dukeofed.com.au) to find out more!

Call us on 1300 438 537 or Email [admin@dukeofed.com.au](mailto:admin@dukeofed.com.au)

Doc Reg NAA\_PE\_2016\_2018





## Some Surprising Facts

The Duke of Edinburgh's International Award is a leading youth development program, enabling and empowering young people to realise their full potential and build a brighter future. As one of Australia's largest and most recognised complementary youth education program (core life skills), the Award is highly inclusive and has a rich and successful history since commencing in Australia in 1959.

- The Award was founded in 1956 in the UK by His Royal Highness, The Duke of Edinburgh; Dr Kurt Hahn, educationalist; and Sir John (later Lord) Hunt, the leader of the first British team to conquer Mt Everest.
- The Award has engaged over 8 million young people globally, and can be found today in over 130 countries and territories. It is highly recognised by employers and by the tertiary sector.
- As a charity, we rely on the generous support of our Award Ambassadors, sponsors and like-minded organisations to enable us to continue our work of empowering more young people throughout Australia, including remote communities, high need, and those living with a disability.
- Over 40,000 young people participate in our program annually, supported by a network of over 60,000 adult volunteers acting as Award Leaders, Assessors and Supervisors. Over 775,000 young Australians have undertaken the Award.
- The Duke of Edinburgh's International Award can be found in over 1,200 Award Units across Australia, in cities, rural and remote areas, through Government and independent schools, universities, Indigenous communities, refugee support programs, prisons and youth training centres, community organisations (such as Surf Life Saving, PCYC), disability groups and other youth programs.
- The activity selection for each Section is very flexible and there are no set standards outside of Participants setting individual goals, minimum regular effort and a minimum overall duration for each Award.
- In Australia, we are currently growing our engagement with disadvantaged youth including remote communities, high need, and those living with a disability or have a special need.
- The Award also has a generous financial support policy assisting disadvantaged youth with the registration cost, activity costs and other special needs eg carer and transport costs.
- *Donations to the Award are tax deductible. 100% of your donation goes direct to supporting young people.*

The Award instills in young people skills, behaviours and attitudes to succeed in life and work.



The Founder: **HRH Prince Philip**, Duke of Edinburgh KG KT  
Chair of the Trustees: **HRH Prince Edward**, Earl of Wessex KG GCMG  
Australia – National Chair: **Hon Gary Nairn AO**  
National CEO: **Peter Kaye AM**

For more information: [www.dukeofed.com.au](http://www.dukeofed.com.au) or Call 1300 4 DUKES (1300 438 537)

If you would like to find out more information regarding the award please follow the link below or contact the school. [www.dukeofed.com.au](http://www.dukeofed.com.au)

The current bronze participants are working towards completion of their adventurous journey. Due to the current restrictions on overnight excursions we will need to try and arrange a work around that has been sanctioned by the Department of Sport.